



STANFORD

ACHIEVEMENT TEST

Ninth Edition

Spring 2002

Grades 2 through 9

Administrator's Interpretive Guide

Arizona Student Achievement Program



**Harcourt
Educational Measurement**

A Harcourt Assessment Company

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INTRODUCTION

The *Stanford Achievement Test Series*, Ninth Edition (Stanford 9), published by Harcourt Educational Measurement, was adopted for use by the Arizona State Board of Education. Its primary components are multiple-choice tests in Reading Vocabulary, Reading Comprehension, Mathematics Problem Solving, Mathematics Procedures, and Language.

The report package provides a wealth of information that can be used by school and district staff to meet the needs of students, teachers, parents, school and district administrators, and the general public. However, in order to use the test reports effectively, it is essential that educators understand and use the test scores correctly. This is an important first step in being able to use and interpret any test data.

This Administrator's Interpretive Guide is designed to help school and district personnel understand, explain, and use the results of Stanford 9 by providing a brief overview of the tests, the score reports provided to schools and districts, and the types of scores used to report the results. In this program, test results are reported by subject area at the individual level and aggregated to the classroom, school, district, and state levels.

This guide briefly describes the tests used, discusses the individual student, school, and district reports, describes the scores the reports display, and suggests ways in which the test results may be used. It should be remembered that test scores are only one measure of a student's achievement and should be used together with other information about the student's performance in school. The teacher's knowledge about a student should be considered when interpreting individual test scores.

The *Stanford Achievement Test Series*, Ninth Edition, (Stanford 9), for Arizona is a norm-referenced test measuring Reading Vocabulary, Reading Comprehension, Mathematics Problem Solving, Mathematics Procedures, and Language. This multiple-choice test was administered to students in grades 1-9.

Stanford 9 measures the achievement of students in Arizona relative to that of a national normative sample, which was selected to be representative of the nation's students in each grade. Thus, the test provides a method for comparing the achievement of students in Arizona with that of students from across the country.

Harcourt Educational Measurement recommends that the Stanford series be used to assess individual strengths and needs, provide national comparative data to assess individual and group performance, and to provide longitudinal data to study changes in performance over time.

In the comprehensive reporting package, several types of reports are provided for individual and administrative use by Arizona schools and districts. These are:

- Student Report with Content Clusters
- Student Report with Narrative
- Group Report with Content Clusters
- Master List of Test Results with Summary
- List of Averages
- Administrator's Data Summary
- Summary Report
- Analysis of Variables Report
- Learner Competency Report

Descriptions and suggested uses for each of these reports appear in "The Reports" section of this guide. The test scores displayed on each of these reports are described in the following section. The score reports illustrated in this guide show the placement of the various scores.

Score reports for grade 6 are illustrated. The reports for all other grades are similar.

THE SCORES

The following scores are used to report the results for Stanford 9:

- Raw Score
- Scaled Score
- Grade Equivalent
- National Percentile Rank and Stanine
- National Normal Curve Equivalent
- Group Percentile Rank and Stanine

Definitions, uses, and limitations of each of these scores are presented in this section. Each score is identified on the reports described in “The Reports” section.

RAW SCORE

Definition. A raw score is the number of questions answered correctly in each subtest.

Uses. Raw scores are used to convert to the various derived scores, which are described later.

Limitations. A raw score by itself has no meaning. Because subtests differ in length, content and difficulty, raw scores across subtests or across test levels cannot be compared directly. A raw score, then, must always be interpreted in relation to the set of questions on which the score was earned. Because of this, raw scores provide limited information about the relative performance of students.

SCALED SCORE

Definition. Scaled scores represent approximately equal units on a continuous scale, using numbers that range from 1 through 999. Scaled scores facilitate conversions to other score types and are suitable for studying change in performance over a period of time. Scaled scores are not equivalent from one subtest to another; for example, a scaled score on the Reading Comprehension subtest should never be compared to a scaled score on the Mathematics Problem Solving subtest.

Uses. Scaled scores have the advantage of representing approximately equal units on a continuous scale. When using scaled scores, a difference of 5 points between two students’ scores represents the same amount of difference in performance wherever it occurs on the scale.

Limitations. Scaled scores are not directly comparable across subtests. Like raw scores, scaled scores have no intrinsic meaning and cannot be interpreted without reference to other score information.

NATIONAL PERCENTILE RANK

Definition. National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group (in this case, the nation) who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade in the norm group obtaining scores equal to or less than that score.

For example, a student earning a percentile rank of 62 achieved a score that was equal to or better than the scores earned by 62% of the students in the national sample.

Uses. Percentile ranks are useful for comparing a student's performance in a particular subtest relative to the performance of other students. Percentile ranks are also useful for comparing a student's performance across subtests in a score profile.

Percentile ranks must always be interpreted with reference to the group from which they were derived.

Percentile ranks from two different test batteries should not be directly compared with each other unless they are derived from the same samples of students or unless the score scales have been previously equated.

Limitations. Percentile ranks do not represent actual amounts of ability. Further, they do not represent equal units along the score scale. For example, the difference between percentile ranks of 5 and 10 does not reflect the same difference in performance as the difference between percentile ranks of 50 and 55. Since percentile ranks do not represent equal units, and since their interpretation is limited to the reference group from which they were derived, they are best used for reporting scores when position in relation to the reference group is of primary interest.

NATIONAL STANINE

Definition. Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National stanines, like national percentile ranks, indicate a student's relative standing in the national norm group.

Uses. Since stanines represent approximately equal units of ability, they are particularly useful for comparing a student's scores across subtests in a stanine profile. Stanines also make it easy to identify broad performance categories. Stanine scores of 1, 2, and 3 are usually considered to reflect below-average performance; stanines 4, 5, and 6 are generally thought of as average; and stanines 7, 8, and 9 are above average. The relationship between percentile ranks and stanines in a normally distributed set of scores is shown on page 10.

Limitations. Stanines are less precise than percentile ranks. However, a difference of a few raw score points does not grossly affect the stanine as it may the percentile rank.

NATIONAL NORMAL CURVE EQUIVALENT

Definition. The Normal Curve Equivalent (NCE) is derived from the percentile rank. The NCE is a type of normalized standard score resulting from the division of the normal curve into 99 equal units. The table in Appendix A shows the relationship between percentile ranks and NCEs.

Uses. This score is generally used for research purposes. The NCE normalizes the score scale in order to enable the researcher to manipulate test data in various ways.

Because of its equal-interval nature, any difference, such as 5 NCEs, has the same meaning, regardless of the part of the scale being referenced. There is a direct, fixed relationship between percentile ranks and NCEs, as shown on page 10.

Limitations. As a converted score, the NCE is meaningful only in reference to the reference group from which it was derived.

GRADE EQUIVALENT

Definition. A grade equivalent is a score that represents the typical performance of students tested in a given month of the school year. The numeral to the left of the decimal point refers to the grade for which the performance is typical, and the numeral to the right of the decimal point represents one-tenth of the school year, or one school month. For example, a grade equivalent of 4.8 would represent the typical performance of the national sample of fourth graders taking the test in the eighth month of instruction.

Uses. Grade equivalents are used most effectively in comparing an individual student's performance with that of a normative sample.

Limitations. Grade equivalents are frequently misinterpreted. For example, if a fourth-grade student obtains a grade equivalent of 5.9 on the fourth-grade Mathematics Problem Solving subtest, it does not mean that the student has mastered fifth-grade mathematics. Rather, the grade equivalent of 5.9 means that the student's score is about the same as what the typical (average) score of fifth graders would have been had they taken the same fourth-grade test in the ninth month of the school year.

Like percentile ranks, grade equivalents represent unequal units. Therefore, a one-year difference in grade equivalent units at one part of the scale is not the same as a one-year difference at another part of the scale. A further limitation of grade equivalents is that they are not comparable across subtests. In addition, their use for measuring growth is limited.

Although normal growth from the Spring of one school year to the Spring of the next is defined as one year (1.0) in grade equivalent units, one year of growth is typical only for students who were tested in the Spring of the year and obtained *average* scores. Below-average students usually "grow" less than 1.0, and above-average students tend to show a difference of greater than 1.0 from year to year.

THE SCORES

GROUP PERCENTILE RANK

Definition. Group percentile ranks indicate the relative standing of a group in comparison with other groups of comparable size.

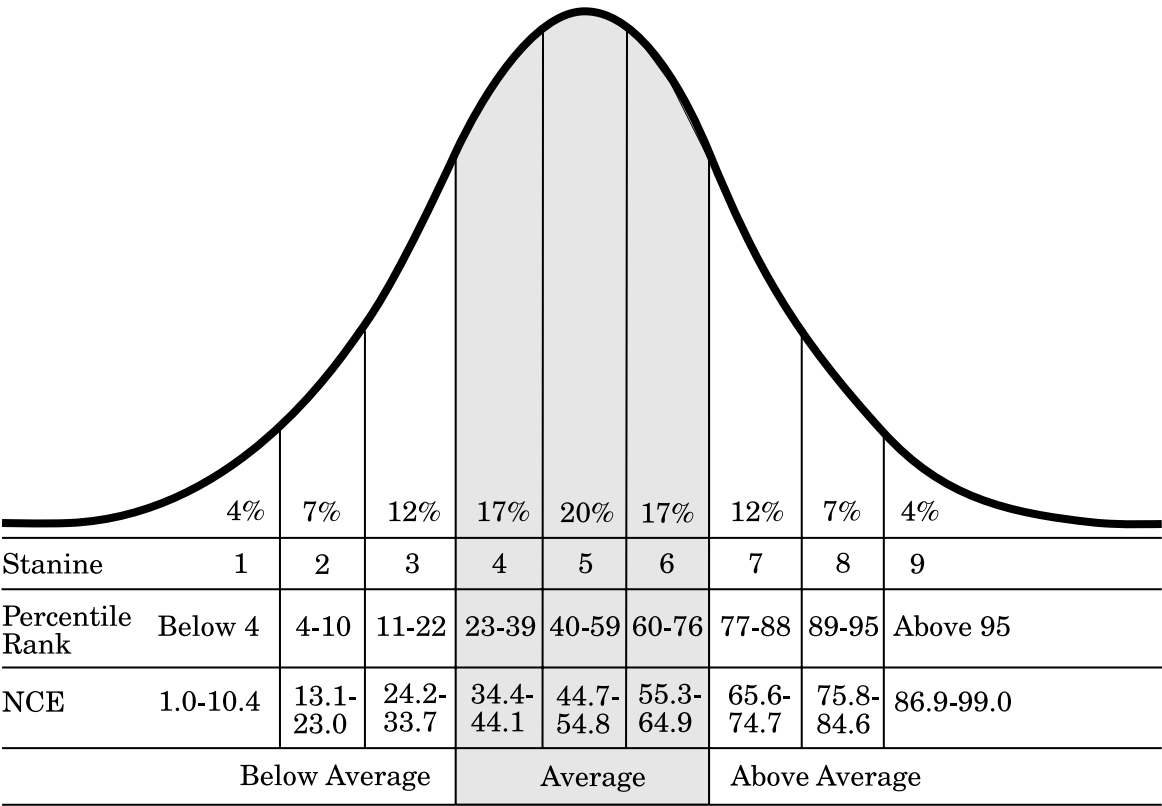
Group percentile ranks also range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. Thus, the group percentile rank corresponding to a given score indicates the percentage of groups obtaining scores equal to or less than that score.

GROUP STANINE

Definition. Group stanines, like group percentile ranks, indicate a group’s relative standing in comparison to groups of comparable size in the norm group.

Limitations. Group percentile ranks and stanines tend to exaggerate the representation of performance for above-average and below-average groups. Typically, a group containing students scoring at the 75th percentile and above will have a group percentile rank approaching the 99th percentile; a group containing students scoring at the 25th percentile and below will have a group percentile approaching the 1st percentile.

Normal Distribution



A Normal Distribution of Stanines, Percentile Ranks, Normal Curve Equivalents, and Performance Classifications

FREQUENCY, CUMULATIVE FREQUENCY, AND CUMULATIVE PERCENT

*(Displayed only on the Frequency
Distribution report)*

Frequency is the number of students in the group who obtained the reported score (such as a percentile rank or NCE) at the indicated level.

Cumulative frequency is the number of students in the group being reported who scored at or below the indicated level.

Cumulative percent is the percent of students in the group being reported who scored at or below the indicated level.

THE REPORTS

STUDENT REPORT WITH CONTENT CLUSTERS

The *Student Report* is divided into three sections: student identification, results for the subtests and totals, and results for the content clusters.

There is student identification information at the top of the report, including the student's name, age, and grade level; the school name and code, district name and code, and test date.

The first section displays the student's Raw Score, Scaled Score, National Percentile Rank and Stanine, National Normal Curve Equivalent, and Grade Equivalent for each of the subtests and totals, including the Partial Battery for students who took all of the subtests. Also displayed is a national percentile band graph, which serves as a visual representation of the student's strengths and weaknesses relative to the national norm group. Each band represents the student's percentile rank, plus and minus one standard error of measurement—this range represents where the student would most likely score if tested again.

Notes:

- Any student who does not take all five subtests will not receive Partial Battery scores.
- The Student Report with Content Clusters is an 8 ½" by 11" report that will be produced for every student.
- The following scores will be reported: Raw Score, Scaled Score, National Percentile Rank and Stanine, National NCE, and Grade Equivalent.
- Score profiles in Percentile Bands spanning ± 1 standard error of measurement describe the score range of the student's performance for each subtest and total.
- The Content Clusters are reported as Below Average, Average, and Above Average, enabling the teacher to identify the relative strengths and needs within a subtest content area. Raw Score (RS), Number of Possible Items (NP), and Number of Items Attempted (NA) for each skill cluster are also reported for each student.
- Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.
- The sample report contains simulated data.

THE REPORTS



ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT

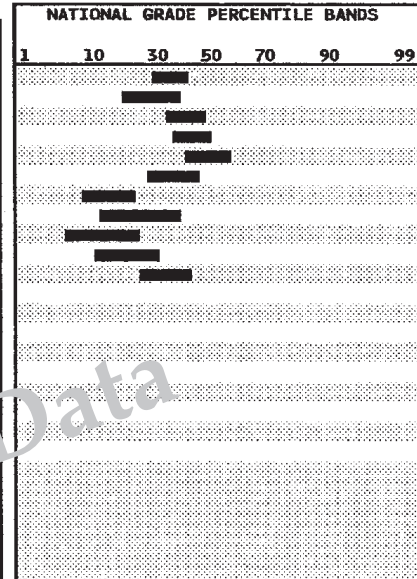
TEACHER: CADENA
SCHOOL: NEWTOWN ELEM - 880980001
DISTRICT: NEWTOWN USD - 880980
TEST TYPE: MULTIPLE CHOICE

GRADE: 06
TEST DATE: 03 / 02

STUDENT REPORT FOR JUDY K BAKER

Age: 12 Yrs 03 Mos

SUBTESTS AND TOTALS	No. of Items	Raw Score	Scaled Score	National PR-S	National NCE	Grade Equiv
Total Reading	84	44	644	31-4	39.6	5.2
Vocabulary	30	14	637	24-4	35.1	4.7
Reading Comp.	54	30	648	37-4	43.0	5.5
Total Mathematics	78	40	647	40-5	44.7	5.9
Problem Solving	48	25	647	40-5	40.9	6.4
Procedures	30	15	647	32-4	40.2	5.6
Language	54	22	592	11-3	24.2	4.2
Prewriting	15	8	603	19-3	31.5	4.8
Composing	15	5	578	9-2	21.8	3.1
Editing	24	9	594	15-3	28.2	4.2
Partial Battery	216	106	NA	29-4	30.3	5.5



CONTENT CLUSTERS	RS/ NP/ NA	Below Average	Average	Above Average
Reading Vocabulary	14/ 30/ 30	✓		
Synonyms	8/ 16/ 16	✓		
Context	4/ 7/ 7	✓		
Multiple Meanings	2/ 7/ 7	✓		
Reading Comprehension	30/ 54/ 54	✓		
Recreational	9/ 18/ 18	✓		
Textual	11/ 18/ 18	✓		
Functional	10/ 18/ 18	✓		
Initial Understanding	10/ 12/ 12	✓		
Interpretation	13/ 24/ 24	✓		
Critical Analysis	5/ 9/ 9	✓		
Process Strategies	2/ 9/ 9	✓		
Mathematics: Problem Solving	25/ 48/ 48	✓		
Measurement	3/ 6/ 6	✓		
Estimation	2/ 4/ 4	✓		
Problem-Solving Strategies	1/ 5/ 5	✓		
Number & No. Relationships	3/ 6/ 6	✓		
Number Systems & No. Theory	1/ 5/ 5	✓		
Patterns & Functions	3/ 3/ 3	H/		
Algebra	1/ 3/ 3	✓		
Statistics	3/ 6/ 6	✓		
Probability	3/ 3/ 3	✓		
Geometry	5/ 7/ 7	✓		
Mathematics: Procedures	15/ 30/ 30	✓		
Computation/Symbolic Notation	5/ 10/ 10	✓		
Computation in Context	8/ 16/ 16	✓		
Rounding	2/ 4/ 4	✓		
Language	22/ 54/ 54	✓		
Prewriting	8/ 15/ 15	✓		
Composing	5/ 15/ 15	✓		
Editing	9/ 24/ 24	✓		
Mechanics/Usage	6/ 15/ 15	✓		
Spelling	3/ 9/ 9	✓		

STANFORD LEVEL/FORM: Intermediate 3/TA

1995 NORMS: Spring

National

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STUDENT REPORT WITH NARRATIVE

(Pupil Home Report)

- The *Student Report with Narrative* is an 8 ½" by 11" report that provides the Raw Score, Scaled Score, National Percentile Rank and Stanine, and Grade Equivalent for all subtests and totals. This report will be produced for every student.
- Score profiles in Percentile Bands spanning ± 1 standard error of measurement describe the score range of the student's performance for each subtest and total.

- A narrative interpretation of the student's performance is printed at the bottom of the report.
- Explanations of what the subtests measure and an interpretation of the scores will be printed in English, Spanish, and Navajo in a separate printed piece that will be distributed with the reports.

A sample is included in Appendix B on page 35.

THE REPORTS



ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT

TEACHER: CADENA
SCHOOL: NEWTOWN ELEM - 880980001
DISTRICT: NEWTOWN USD - 880980
TEST TYPE: MULTIPLE CHOICE

GRADE: 06
TEST DATE: 03/02

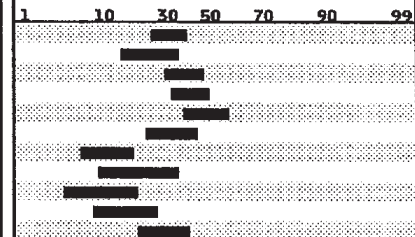
PUPIL HOME REPORT FOR

JUDY K BAKER

Age: 12 Yrs 03 Mos

SUBTESTS AND TOTALS	No. of Items	Raw Score	Scaled Score	National PR-S	Grade Equiv		
Total Reading	84	44	644	31-4	5.2		
Vocabulary	30	14	637	24-4	4.7		
Reading Comp.	54	30	648	37-4	5.5		
Total Mathematics	78	40	647	40-5	5.9		
Problem Solving	48	25	647	48-5	6.4		
Procedures	30	15	647	32-4	5.6		
Language	54	22	592	11-3	4.2		
Prewriting	15	8	603	19-3	4.8		
Composing	15	5	578	9-2	3.1		
Editing	24	9	594	15-3	4.2		
Partial Battery	216	106	NA	29-4	5.5		

NATIONAL GRADE PERCENTILE BANDS



Recently this student took the *Stanford Achievement Test*. This brief description of the scores presented above tells how the student did on the test, compared to the 1995 performance of students in the same grade from across the country. The Battery score is an overall indication of how well the student performed on the test. The score for this student is in the low middle range for the grade, which means that performance on all subtests combined was somewhat below average.

In reading, the score is somewhat below average for the grade. Continued opportunities to read a variety of materials should be helpful.

In mathematics, the score is within the average range for the grade. Continued experiences in working with mathematics procedures and problem solving could be helpful to future learning in mathematics.

Performance on the Language test was below the average range for the grade. Examination of the Prewriting, Composing, and Editing scores for this test can be helpful in guiding the student in the writing process.

It is important to keep in mind that test scores give only one picture of how a student is doing in school and that many things can affect a student's test scores. Therefore, it is important to consider other kinds of information as well. The school has more detailed information about how the student is doing.

STANFORD LEVEL/FORM: Intermediate 3/TA
1995 NORMS: Spring National

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GROUP REPORT WITH CONTENT CLUSTERS

- The *Group Report with Content Clusters* is an 8 1/2" by 11" report that uses the same format as the Student Report and will provide summary data for each class, school, and the district.
- At the class and school levels, the upper left of the report shows for each subtest and total the number of students tested, and the following scores:
 - ♦ Mean Raw Score
 - ♦ National Individual Percentile Rank and Stanine corresponding to the Mean National NCE
 - ♦ Mean National NCE
 - ♦ Median Grade Equivalent
- A histogram profiles the National Individual Percentile Ranks earned for each subtest and total.
- The bottom section is a summary of how the group performed on Content Clusters and is reported as percentages of students in the Below-Average, Average, and Above-Average categories.
- Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.
- The sample report contains simulated data.
- If the name of a teacher is printed in the upper right-hand corner, it is a Class Level Group Report. If the name of a school is printed in the upper right-hand corner, it is a School Level Group Report.



**ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT**

SCHOOL: NEWTOWN ELEM - 880980001
DISTRICT: NEWTOWN USD - 880980
TEST TYPE: MULTIPLE CHOICE

GRADE: 06
TEST DATE: 03/02

**GROUP REPORT
FOR
CADENA**

<i>SUBTESTS AND TOTALS</i>	Number Tested	Mean Raw Score	National Indiv PR-S	Mean National NCE	Median GE
Total Reading	28	47.5	41-5	45.1	5.3
Vocabulary	28	17.6	44-5	46.7	5.5
Reading Comp.	28	29.9	40-5	44.7	5.6
Total Mathematics	29	35.9	31-4	39.6	5.1
Problem Solving	29	23.2	41-5	45.0	5.4
Procedures	29	12.7	23-4	34.4	5.2
Language	29	27.2	23-4	34.5	4.6
Prewriting	29	8.3	24-4	35.5	4.8
Composing	28 ¹	7.8	30-4	39.3	4.0
Editing	29	11.3	27-4	37.2	4.4
Partial Battery	28	111.3	34-4	41.3	5.5

NATIONAL GRADE PERCENTILE RANKS

Subject	Percentile Rank
Mathematics	45
Science	48
Reading	42
Writing	30
History	45
Art	25
Music	20
Physical Education	25
Foreign Languages	30
Health	35
Environmental Studies	40

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Reading Vocabulary	30	29	57	16
Synonyms	16	39	43	18
Context	7	29	54	18
Multiple Meanings	7	32	46	21
Reading Comprehension	54	29	54	18
Recreational	18	29	54	18
Textual	18	25	54	21
Functional	18	36	57	7
Initial Understanding	12	32	54	14
Interpretation	24	25	57	18
Critical Analysis	9	21	57	21
Process Strategies	9	61	29	11
Mathematics: Problem Solving	48	24	62	14
Measurement	6	45	45	10
Estimation	4	17	72	10
Problem-Solving Strategies	5	21	55	24
Number & No. Relationships	6	45	38	17
Number Systems & No. Theory	5	34	41	24
Patterns & Functions	3	28	72	0
Algebra	3	41	48	10
Statistics	6	45	31	24
Probability	3	34	31	34
Geometry	7	17	69	14
Mathematics: Procedures	30	48	45	7
Computation/Symbolic Notation	10	55	41	3
Computation in Context	16	48	38	14
Rounding	4	45	45	10
Language	54	55	31	14
Prewriting	15	52	41	7
Composing	15	59	24	17
Editing	24	52	41	7
Mechanics/Usage	15	55	41	3
Spelling	9	52	31	17

	PERCENT IN EACH		
	Below Average	Average	Above Average

STANFORD LEVEL/FORM: Intermediate 3/TA
1995 NORMS: Spring National

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**ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT**

DISTRICT: NEWTOWN USD - 880980
TEST TYPE: MULTIPLE CHOICE

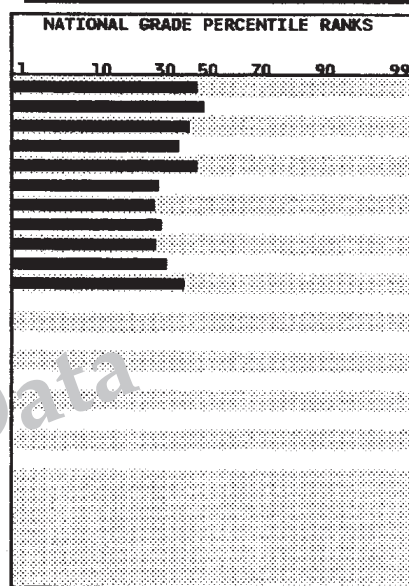
GRADE: 06
TEST DATE: 03 / 02

GROUP REPORT FOR

NEWTOWN ELEM

School Code: 880980001

SUBTESTS AND TOTALS	Number Tested	Mean Raw Score	National Indiv PR-S	Mean National NCE	Median GE
Total Reading	76	49.6	45-5	47.3	5.7
Vocabulary	76	18.4	48-5	49.2	5.9
Reading Comp.	81	30.4	41-5	45.3	5.5
Total Mathematics	82	38.3	36-4	42.7	5.5
Problem Solving	82	24.4	45-5	47.4	5.7
Procedures	82	13.9	28-4	37.8	5.3
Language	82	28.1	26-4	36.2	4.7
Prewriting	82	8.7	29-4	38.2	4.8
Composing	81 ¹	7.6	27-4	37.4	4.2
Editing	82	11.9	31-4	39.7	4.8
Partial Battery	76	117.2	39-4	44.0	5.4



CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average
Reading Vocabulary	30	20	63	17
Synonyms	16	32	49	20
Context	7	25	62	13
Multiple Meanings	7	29	45	26
Reading Comprehension	54	25	60	15
Recreational	18	26	57	17
Textual	18	23	58	19
Functional	18	28	62	10
Initial Understanding	12	28	56	16
Interpretation	24	26	57	17
Critical Analysis	9	23	53	23
Process Strategies	9	44	40	16
Mathematics: Problem Solving	48	22	60	18
Measurement	6	43	39	18
Estimation	4	22	67	11
Problem-Solving Strategies	5	28	51	21
Number & No. Relationships	6	35	46	18
Number Systems & No. Theory	5	23	52	24
Patterns & Functions	3	24	76	0
Algebra	3	32	63	5
Statistics	6	45	34	21
Probability	3	32	32	37
Geometry	7	17	56	27
Mathematics: Procedures	30	41	54	5
Computation/Symbolic Notation	10	51	41	7
Computation in Context	16	38	49	13
Rounding	4	28	52	20
Language	54	54	34	12
Prewriting	15	51	40	9
Composing	15	55	38	7
Editing	24	41	51	7
Mechanics/Usage	15	45	45	10
Spelling	9	48	37	16

	PERCENT IN EACH		
	Below Average	Average	Above Average

STANFORD LEVEL/FORM: Intermediate 3/TA

1995 NORMS: Spring

National

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Process No. 19702107-1211334-9796-00044-1

MASTER LIST OF TEST RESULTS WITH SUMMARY

- The Master List of Test Results with Summary is an 8 ½" by 11" multi-page roster accompanied by a single page summary that provides norm referenced scores by grade for every class. Students are listed in alphabetical order on the roster.
- Each student entry on the roster will include the student's name, date, student ID number (if present), and any other information that may be gridded on the answer document.
- The following scores will be reported: Raw Score, Scaled Score, National Percentile Rank and Stanine, National NCE and Grade Equivalent.
- The Master List of Test Results may be used to compare student and total class performance with that of the norm group. Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.



ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT

SCHOOL: NEWTOWN ELEM - 880980001
DISTRICT: NEWTOWN USD - 880980
TEST TYPE: MULTIPLE CHOICE

GRADE: 06
TEST DATE: 03/02

MASTER LIST OF TEST RESULTS
FOR
CADENA

Page 1

	READING			MATHEMATICS			LANGUAGE				ENVIRONMENT, SCIENCE, SOCIAL SCIENCE			BATTERY TOTALS	
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Lan- guage	Pre- writing	Com- posing	Editing				Partial Battery	
Number Possible	84	30	54	78	48	30	54	15	15	24				216	
AGUILAR, ELISA 12 Yrs 07 Mos Student Number: 30153															
Raw Score	23	11	12	16	9	7	10	5	0 ¹	5				49	
Scaled Score	601	620	590	591	585	601	548	568	NA ¹	561				NA	
National PR-S	5-2	12-3	4-2	4-2	4-2	7-2	1-1	5-2	NA ¹	4-2				4-2	
National NCE	15.4	25.3	13.1	13.1	13.1	18.9	1.0	15.4	NA ¹	13.1				14.3	
Grade Equivalent	3.4	4.2	2.9	3.5	2.9	4.2	2.2	2.9	NA ¹	3.1				2.9	
ANZUALDA, GLENDA K 12 Yrs 08 Mos Student Number: 20014															
Raw Score	40	16	24	27	21	6	16	2	4	10				83	
Scaled Score	637	649	630	619	633	593	572	522	566	601				NA	
National PR-S	25-4	33-4	24-4	16-3	34-4	5-2	3-1	1-1	6-2	20-3				15-3	
National NCE	35.8	40.7	35.1	29.1	41.3	15.4	10.4	1.0	17.3	32.3				28.6	
Grade Equivalent	4.8	5.3	4.4	4.6	5.3	4.0	3.1	1.6	2.5	4.4				4.4	
BAKER, JUDY K 12 Yrs 03 Mos															
Raw Score	44	14	30	40	25	15	22	8	5	9				106	
Scaled Score	644	637	648	647	647	647	592	603	578	594				NA	
National PR-S	31-4	24-4	37-4	40-5	48-5	32-4	11-3	19-3	9-2	15-3				29-4	
National NCE	39.6	35.1	43.0	44.7	48.9	40.2	24.2	31.5	21.8	28.2				38.3	
Grade Equivalent	5.2	4.7	5.5	5.9	6.4	5.6	4.2	4.8	3.1	4.2				5.5	

Simulated Data



ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT

MASTER LIST SUMMARY
FOR
CADENA

SCHOOL: NEWTOWN ELEM - 880980001
DISTRICT: NEWTOWN USD - 880980
TEST TYPE: MULTIPLE CHOICE

GRADE: 06
TEST DATE: 03/02

Page 1

TOTAL NUMBER TESTED = 29	READING			MATHEMATICS			LANGUAGE				ENVIRONMENT, SCIENCE, SOCIAL SCIENCE					BATTERY TOTALS
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Language	Pre- writing	Com- posing	Editing						Partial Battery
Number Possible	84	30	54	78	48	30	54	15	15	24						216
Number Tested	28	28	28	29	29	29	29	29	28 ¹	29						28
Mean Raw Score	47.5	17.6	29.9	35.9	23.2	12.7	27.2	8.3	7.8	11.3						111.3
Mean Scaled Score	653.8	661.3	649.8	638.7	641.2	634.4	609.1	608.8	613.8	608.7						NA
National PR-S	41-5	44-5	40-5	31-4	41-5	23-4	23-4	24-4	30-4	27-4						34-4
Mean National NCE	45.1	46.7	44.7	39.6	45.0	34.4	34.5	35.5	39.3	37.2						41.3
At/Above 50th N/PR Number	9	10	9	7	10	6	7	7	9	8						7
Percent	32	36	32	24	34	21	24	24	32	28						25
Median Grade Equiv.	5.3	5.5	5.6	5.1	5.4	5.2	4.6	4.8	4.0	4.4						5.5

Simulated Data

STANFORD LEVEL/FORM: Intermediate 3/TA
1995 NORMS: Spring National

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LIST OF AVERAGES

The *List of Averages* displays various summary data at the state, county, district, and school levels. The unit is identified in the box at the upper-right of the page, while the grade, and test date are displayed across the top of the page. The List of Averages will be based on data from all students tested.

For the state, county, district, and for each school, the following data are displayed:

- Number of students taking each of the subtests as well as those with a Partial Battery; and
 - Mean raw score, mean scaled score, mean national NCE, national percentile rank and stanine (corresponding to the national NCE), median grade equivalent and group percentile rank and stanine (corresponding to the mean scaled score) for each subtest and Partial Battery. (The group percentile rank and stanine are reported only at the district level.
- A sample List of Averages is displayed on page 23.
- The List of Averages is an 8 ½" by 11" multi-page report that will be provided for every school, district, county, and the state.
 - The school report provides detailed summary information by grade for each school as well as for each class within the school. Teachers are listed in alphabetical order.
 - The district report provides detailed summary information by grade for each district as well as for each school within the district. Schools are listed in alphabetical order.
 - The county report provides detailed summary information by grade for each of the fifteen counties in the state as well as for each district within a county. Districts are listed in alphabetical order.
 - The state report provides detailed summary information by grade for the State as well as for each county in the state. Counties are listed in alphabetical order.
 - Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.



ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT

DISTRICT: NEWTOWN USD - 880980
TEST TYPE: MULTIPLE CHOICE

GRADE: 06
TEST DATE: 03 / 02

LIST OF AVERAGES
FOR
NEWTOWN ELEM

School Code: 880980001

Page 1A

Listing is Alphabetical by
Teacher Name

	READING			MATHEMATICS			LANGUAGE				ENVIRONMENT, SCIENCE, SOCIAL SCIENCE	
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Lang- uage	Pre- writing	Com- posing	Editing		
Number Possible	84	30	54	78	48	30	54	15	15	24		
SCHOOL SUMMARY												
Number Tested	76	76	81	82	82	82	82	82	81 ¹	82		
Mean Raw Score	49.6	18.4	30.4	38.3	29.4	13.9	28.1	8.7	7.6	11.9		
Mean Scaled Score	657.8	666.2	651.1	644.2	645.7	641.8	612.3	614.9	608.9	614.5		
PR-S of Mean National NCE	45-5	48-5	41-5	36-4	45-5	28-4	26-4	29-4	27-4	31-4		
Mean National NCE	47.3	49.2	45.3	42.7	47.4	37.8	36.2	38.2	37.4	39.7		
Median Grade Equivalent	5.7	5.9	5.5	5.5	5.7	5.3	4.7	4.8	4.2	4.8		
Group Grade PR-S	42-5	50-5	38-4	32-3	38-4	10-2	15-3	16-3	15-3	18-3		

CADENA

Number Tested

Mean Raw Score
Mean Scaled Score
PR-S of Mean National NCE
Mean National NCE
Median Grade Equivalent
Group Grade PR-S

28
47.5
653.8
41-5
45.1
5.3
34-4

LOPEZ

Number Tested

Mean Raw Score
Mean Scaled Score
PR-S of Mean National NCE
Mean National NCE
Median Grade Equivalent
Group Grade PR-S

30
56.6
673.2
61-6
55.9
7.5
72-6

STANFORD LEVEL/FORM: Intermediate 3/TA
1995 NORMS: Spring National

Scores based on normative data



ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT

DISTRICT: NEWTOWN USD - 880980
TEST TYPE: MULTIPLE CHOICE

GRADE: 06
TEST DATE: 03 / 02

LIST OF AVERAGES
FOR
NEWTOWN ELEM

School Code: 880980001

Page 1B

Listing is Alphabetical by
Teacher Name

	BATTERY TOTALS					
	Partial Battery					
Number Possible		216				
SCHOOL SUMMARY						
Number Tested		76				
Mean Raw Score		117.2				
Mean Scaled Score		NA				
PR-S of Mean National NCE		39-4				
Mean National NCE		44.0				
Median Grade Equivalent		5.4				
Group Grade PR-S		26-4				
CADENA						
Number Tested		28				
Mean Raw Score		111.3				
Mean Scaled Score		NA				
PR-S of Mean National NCE		34-4				
Mean National NCE		41.3				
Median Grade Equivalent		5.5				
Group Grade PR-S		20-3				
LOPEZ						
Number Tested		30				
Mean Raw Score		137.0				
Mean Scaled Score		NA				
PR-S of Mean National NCE		55-5				
Mean National NCE		52.8				
Median Grade Equivalent		7.1				
Group Grade PR-S		58-5				

STANFORD LEVEL/FORM: Intermediate 3/TA
1995 NORMS: Spring National

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ADMINISTRATOR'S DATA SUMMARY

This multi-page report provides summary statistics for each test and total for the group and is available at the school or district level.

Score Types: For each subtest and total, the following Stanford 9 statistics are reported:

- Means, standard deviations, and percentile points (10, 25, 50, 75, 90) of Raw Scores and Scaled Scores
- Means, standard deviations, and percentile points of National Normal Curve Equivalents
- Percentile Ranks and Stanines of Mean National NCEs
- Number and percent of students in each National Percentile Rank quarter
- Number and percent of students in each National Stanine category: Above Average (7, 8, 9), Average (4, 5, 6), and Below Average (1, 2, 3)
- Number and percent of students who scored at or above the 50th National Percentile Rank.



ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT

ADMINISTRATOR'S DATA SUMMARY
FOR
NEWTOWN

GRADE: 06
TEST DATE: 03/02

District Code: 880980

TEST TYPE: MULTIPLE CHOICE

Page 1

TOTAL NUMBER TESTED = 82	READING			MATHEMATICS			LANGUAGE				ENVIRONMENT, SCIENCE, SOCIAL SCIENCE					BATTERY TOTALS
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Lan- guage	Pre- writing	Com- posing	Editing						Partial Battery
Number Possible	84	30	54	78	48	30	54	15	15	24						216
Number Tested	76	76	81	82	82	82	82	82	81 ¹	82						76
Raw Score Statistics																
Mean	49.6	18.4	30.4	38.3	24.4	13.9	28.1	8.7	7.6	11.9						117.2
Standard Deviation	14.1	5.0	10.3	14.4	9.2	6.0	9.6	2.9	3.2	4.4						36.1
Percentiles																
P90 - 90th	69.9	26.8	44.5	59.7	38.3	22.7	42.1	12.3	12.1	18.1						169.7
Q3 - 75th	60.8	22.2	38.4	48.0	31.3	18.1	35.0	10.9	10.4	14.8						146.5
Median - 50th	47.5	18.1	30.3	35.5	23.5	13.9	26.5	8.4	7.1	11.7						109.5
Q1 - 25th	40.0	14.3	23.6	27.3	18.1	8.9	21.1	6.7	4.9	8.9						89.5
P10 - 10th	32.8	12.2	15.2	19.6	12.1	6.2	15.9	5.0	3.6	6.6						71.1
Scaled Score Statistics																
Mean	657.8	666.2	651.1	644.2	645.7	641.8	612.3	614.9	608.9	614.5						NA
Standard Deviation	32.4	35.3	35.5	33.5	35.6	37.1	33.2	41.2	41.2	36.2						
Percentiles																
P90 - 90th	702.7	722.9	696.8	691.1	696.6	688.9	658.5	655.8	657.2	655.0						
Q3 - 75th	678.2	683.2	673.1	663.5	667.8	661.6	632.0	633.4	633.8	630.6						
Median - 50th	650.5	657.8	648.0	637.5	640.5	639.3	605.5	602.5	597.2	610.1						
Q1 - 25th	636.5	636.5	627.7	619.2	622.0	610.8	588.4	582.8	571.6	590.0						
P10 - 10th	622.1	624.4	601.3	600.8	598.5	591.0	570.7	562.4	554.2	572.3						

Simulated Data

STANFORD LEVEL/FORM: Intermediate 3/TA
1995 NORMS: Spring National

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ACHIEVEMENT TEST SERIES, NINTH EDITION
SELECT

GRADE: 06
TEST DATE: 03/02

TEST TYPE: MULTIPLE CHOICE

ADMINISTRATOR'S DATA SUMMARY
FOR
NEWTOWN

District Code: 880980

Page 2

TOTAL NUMBER TESTED = 82	READING			MATHEMATICS			LANGUAGE				ENVIRONMENT, SCIENCE, SOCIAL SCIENCE					BATTERY TOTALS
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Lan- guage	Pre- writing	Com- posing	Editing						Partial Battery
Number Possible	84		30	54	78	48	30	54	15	15	24					216
Number Tested	76		76	81	82	82	82	82	81 ¹	82						76
National Individual PR-S of Mean NCE	45-5		48-5	41-5	36-4	45-5	28-4	26-4	29-4	27-4	31-4					39-4
Natl PR Summary																
76 - 99 N	12		13	12	12	15	4	10	7	6	11					10
51 - 75 N	17		16	16	15	17	15	9	17	22	6					13
26 - 50 N	27		27	28	20	28	26	18	16	9	26					28
1 - 25 N	20		20	25	35	22	37	45	42	44	39					25
76 - 99 %	16		17	15	15	18	5	12	9	7	13					13
51 - 75 %	22		21	20	18	21	18	11	21	27	7					17
26 - 50 %	36		36	35	24	34	32	22	20	11	32					37
1 - 25 %	26		26	31	43	27	45	55	51	54	48					33
Percent At/Above the National 50th PR	38		45	35	33	39	23	23	29	35	27					32
National Stanine Summary																
(Above Avg) 7,8,9 N	12		13	12	10	15	4	10	7	6	6					10
(Average) 4,5,6 N	49		48	49	42	49	44	28	33	31	42					44
(Below Avg) 1,2,3 N	15		15	20	30	18	34	44	42	44	34					22
(Above Avg) 7,8,9 %	16		17	15	12	18	5	12	9	7	7					13
(Average) 4,5,6 %	64		63	60	51	60	54	34	40	38	51					58
(Below Avg) 1,2,3 %	20		20	25	37	22	41	54	51	54	41					29
Natl NCE Statistics																
Mean	47.3		49.2	45.3	42.7	47.4	37.8	36.2	38.2	37.4	39.7					44.0
Standard Deviation	18.2		17.0	18.8	18.0	19.1	16.8	20.0	19.9	19.7	18.4					16.4
Percentiles																
P90 - 90th	73.1		75.6	69.4	61.2	73.0	57.7	64.0	78.0	61.2	63.3					67.9
Q3 - 75th	58.2		59.4	56.6	54.0	59.0	47.2	54.0	77.0	50.0	47.7					57.4
Median - 50th	43.4		45.7	43.2	37.4	45.0	37.1	32.7	51.5	32.6	36.4					41.1
Q1 - 25th	35.5		35.0	34.2	29.4	34.8	23.7	22.0	22.2	20.0	26.8					32.0
P10 - 10th	28.0		28.3	19.3	19.8	21.4	14.9	10.5	14.2	12.6	18.5					24.3

STANFORD LEVEL/FORM: Intermediate 3/TA
1995 NORMS: Spring National

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SUMMARY REPORT

The *Summary Report* displays various summary data at the state, county, district, and school levels. The unit is identified in the box at the upper-right of the page, while the grade, and test date are displayed across the top of the page. The *Summary Report* will be based on data from all students tested.

For the state, county, district, and for each school, the following data are displayed:

- Number of students taking each subtest and total, and
- Mean Scaled Score, National Percentile Rank and Stanine (corresponding to the Mean National NCE) Mean National NCE, and Median Grade Equivalent) for each subtest and total (derived from the results of students who took all five multiple-choice subtests).



ACHIEVEMENT TEST SERIES, NINTH EDITION

(SIMULATED DATA)

COUNTY: COCONINO
TEST TYPE: MULTIPLE CHOICE

GRADE: 04
TEST DATE: 03/02

DISTRICT SUMMARY REPORT FOR

NEWTOWN

District Code: 1234567890

Page 1

	READING			MATHEMATICS			LANGUAGE			Spelling	ENVIRONMENT, SCIENCE, SOCIAL SCIENCE			BATTERY TOTALS	
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Proce- dures	Lan- guage	Mechan- ics	Expres- sion					Partial	
Number of Students Tested															
District	99	99	99	98	98	99	98	98	98	99				97	
County	895	885	887	896	894	895	896	892	896	897				878	
State	39,792	39,535	39,546	39,862	39,696	39,837	39,809	39,526	39,390	39,410				38,407	
Mean Scaled Score															
District	630.7	629.1	631.2	621.5	608.2	632.4	634.4	633.0	635.4	626.5				NA	
County	605.3	604.0	605.0	596.5	574.4	606.3	609.5	608.5	607.5	601.7				NA	
State	656.7	655.3	657.5	645.8	636.5	659.5	660.0	657.4	665.3	651.5				NA	
Nation	626.0	626.1	626.5	624.6	623.5	625.5	630.7	631.7	630.8	630.2				NA	
PR-S of Mean National NCI															
District	54-5	53-5	54-5	48-5	38-4	56-5	54-5	52-5	54-5	47-5				52-5	
County	32-4	31-4	32-4	26-4	16-3	34-4	32-4	30-4	32-4	25-4				30-4	
State	76-6	75-6	76-6	70-6	60-6	78-7	76-6	74-6	76-6	69-6				74-6	
Nation	50-5	50-5	50-5	50-5	50-5	50-5	50-5	50-5	50-5	50-5				50-5	
Mean National NCI															
District	52.1	51.6	52.1	48.7	43.6	53.2	52.1	51.1	52.1	48.4				51.1	
County	40.1	39.6	40.1	36.5	29.1	41.3	40.1	39.0	40.1	35.8				39.0	
State	64.9	64.2	64.9	61.0	55.3	66.3	64.9	63.5	64.9	60.4				63.5	
Nation	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0				50.0	
Median Grade Equivalent															
District	5.1	5.1	5.1	4.7	3.9	5.4	5.1	4.9	5.2	4.7				4.9	
County	3.3	3.5	3.8	3.4	3.6	4.0	4.3	3.0	3.9	3.4				3.8	
State	6.5	5.4	5.7	5.8	5.5	5.7	5.0	5.7	5.4	5.5				5.1	
Nation	5.2	6.0	5.3	5.7	5.8	5.8	6.1	5.6	5.0	5.7				5.5	

Simulated Data

STANFORD LEVEL/FORM: Intermediate I/S
1995 NORMS: Spring National

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ANALYSIS OF VARIABLES REPORT

- The *Analysis of Variables Report* is an 8 1/2" by 11" multi-page summary that will be produced by grade for the school, district, county, and state.
- Variables to be reported (e.g. gender, primary language, limited English proficient, racial/ethnic background, number of years in district) were provided by the state.
- The following summary scores will be provided for each variable: Mean Raw Score, Mean Scaled Score, National Individual Percentile Rank and Stanine of the Mean National NCE, Mean National NCE, Standard Deviation of the National NCE, and Median Grade Equivalent.
- The explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.
- The sample report contains simulated data.



ACHIEVEMENT TEST SERIES, NINTH EDITION

(SIMULATED DATA)

 DISTRICT: NEWTOWN
 TEST TYPE: MULTIPLE CHOICE

 GRADE: 04
 TEST DATE: 03/02

ANALYSIS OF VARIABLES FOR

LAKESIDE ELEMENTARY

School Code: 1234567890

Page 1

			READING			MATHEMATICS			LANGUAGE			BATTERY TOTALS	
			Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Procedures	Language	Mechanics	Expression	Spelling	Partial
SEX													
MALE		N-COUNT =	51	51	51	51	51	51	51	51	51	51	51
Mean Raw Score			76.3	27.1	50.2	76.1	28.5	24.1	36.7	20.6	19.9	25.9	269.4
Mean Scaled Score			629.5	633.6	627.6	607.5	598.8	611.5	627.0	626.5	629.3	629.0	NA
PR-S of Mean National NCE			50-5	50-5	50-5	50-5	50-5	50-5	50-5	50-5	50-5	50-5	50-5
National NCE:													
Mean			50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0
Standard Deviation			21.1	21.1	21.1	21.1	21.1	21.1	21.1	21.1	21.1	21.1	21.1
Median Grade Equivalent			5.2	6.0	6.0	5.7	5.4	5.0	5.6	6.1	5.2	4.9	5.4
FEMALE		N-COUNT =	48	48	48	48	48	48	48	48	48	48	48
Mean Raw Score			77.6	27.6	52.6	78.1	29.3	25.1	38.4	21.8	21.2	26.5	276.1
Mean Scaled Score			625.4	630.5	622.6	606.6	594.5	608.6	633.8	633.0	635.6	639.4	NA
PR-S of Mean National NCE			76-6	75-6	76-6	70-6	78-7	69-6	76-6	74-6	76-6	69-6	74-6
National NCE:													
Mean			64.9	64.2	64.9	61.0	66.3	60.4	64.9	63.5	64.9	60.4	63.5
Standard Deviation			20.1	19.9	20.1	20.2	20.8	21.9	20.1	19.2	19.3	11.0	17.5
Median Grade Equivalent			6.5	5.4	5.7	5.8	5.7	5.3	5.0	5.7	5.4	5.5	5.1
NO RESPONSE		N-COUNT =	0	0	0	0	0	0	0		0	0	0
Mean Raw Score													
Mean Scaled Score													
PR-S of Mean National NCE													
National NCE:													
Mean													
Standard Deviation													
Median Grade Equivalent													
PRIMARY LANGUAGE													
ENGLISH		N-COUNT =	72	72	72	72	72	72	72	72	72	72	72
Mean Raw Score			74.9	26.2	49.7	73.3	27.6	23.3	33.9	19.9	19.8	24.2	261.4
Mean Scaled Score			633.6	636.8	632.5	608.4	603.0	614.3	620.5	620.4	623.3	619.2	NA
PR-S of Mean National NCE			54-5	53-5	54-5	48-5	56-5	47-5	54-5	52-5	54-5	47-5	52-5
National NCE:													
Mean			52.1	51.6	52.1	48.7	53.2	48.4	52.1	51.1	42.1	48.4	51.1
Standard Deviation			11.8	21.0	18.1	11.2	11.5	19.2	20.0	15.9	15.8	13.8	16.2
Median Grade Equivalent			5.1	6.1	5.1	4.7	5.4	4.7	5.1	4.9	5.2	4.7	4.9

 STANFORD LEVEL/FORM: Intermediate 1/S
 1995 NORMS: Spring National

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Process No. 18904271-8909-06079-6

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LEARNER COMPETENCY REPORTS

- The *Learner Competency Report* is an 8 ½" by 11" multi-page roster produced by grade containing a custom match between the *Stanford Achievement Test Series*, Ninth Edition, and the Arizona Objectives in Reading, Mathematics, and Language.
- The Class List with School Summary provides an alphabetical listing of teachers within a grade for a school. It also includes the mean number and percent of items answered correctly by objective for each class and the school.
- The School List with District Summary provides an alphabetical listing of schools by grade within a district. It also includes the mean number and percent of items answered correctly by objective for each school and the district.
- The District List with County Summary provides an alphabetical listing of districts by grade within a county. It also includes the mean number and percent of items answered correctly by objective for each district and the county.
- The County List with State Summary provides an alphabetical listing of counties by grade within the state. It also includes the mean number and percent of items answered correctly by objective for each county and the state.
- Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.



ACHIEVEMENT TEST SERIES, NINTH EDITION

ARIZONA PUPIL ACHIEVEMENT TESTING PROGRAM

 DISTRICT: 880980001
 880980
 TEST TYPE: MULTIPLE CHOICE

 GRADE: 06
 TEST DATE: 03/02

PAGE 1

**CLASSROOM LIST WITH SUMMARY
FOR
NEWTOWN ELEM**

TOTAL NUMBER TESTED = 82

**LANGUAGE ARTS
LEARNER COMPETENCIES**

NUMBER OF ITEMS

NATL SCHOOL

STANDARD 1: READING
 Students learn and effectively apply a variety of
 reading strategies for comprehending, interpreting
 & evaluating a wide range of texts
READINESS

Students know and are able to do the following:

 Identify characters in a story and retell stories
 in sequence

		# CORR	1.4	1.3	1.0	1.7
Predict elements & events in a story	3	% CORR	55.0	45.3	42.9	51.8
						57.0

		# CORR	4.9	4.9	3.4	6.0
Identify facts in nonfiction material	9	% CORR	58.0	54.5	54.8	37.4
						66.3

Use phonics to decode simple words

		# CORR	19.5	19.4	14.7	23.0
Comprehend the meaning of simple written selections, using prior knowledge, letter-sound relationships and picture clues	36	% CORR	57.0	54.1	53.8	40.8
						64.0

FOUNDATIONS
 STANFORD LEVEL/FORM: Intermediate 3/TA
 1995 NORMS: Spring National

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**SCHOOL LIST WITH SUMMARY
FOR
NEWTOWN USD**

TOTAL NUMBER TESTED = 82

**LANGUAGE ARTS
LEARNER COMPETENCIES****NUMBER OF ITEMS****DIS-
NATL TRICT****STANDARD 1: READING**

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting & evaluating a wide range of texts

READINESS

Students know and are able to do the following:

Identify characters in a story and retell stories in sequence

Predict elements & events in a story

3

CORR

1.4

1.4

% CORR 55.0 45.3

45.3

Identify facts in nonfiction material

9

CORR

4.9

4.9

% CORR 58.0 54.5

54.5

Use phonics to decode simple words

Comprehend the meaning of simple written selections, using prior knowledge, letter-sound relationships and picture clues

36

CORR

19.5

19.5

% CORR 57.0 54.1

54.1

FOUNDATIONSSTANFORD LEVEL/FORM: Intermediate 3/TA
1995 NORMS: Spring National

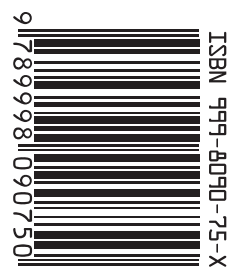
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APPENDIX A

Normal Curve Equivalents Corresponding to Percentile Ranks

Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
1	1.0	26	36.5	51	50.5	76	64.9
2	6.7	27	37.1	52	51.1	77	65.6
3	10.4	28	37.7	53	51.6	78	66.3
4	13.1	29	38.3	54	52.1	79	67.0
5	15.4	30	39.0	55	52.6	80	67.7
6	17.3	31	39.6	56	53.2	81	68.5
7	18.9	32	40.1	57	53.7	82	69.3
8	20.4	33	40.7	58	54.2	83	70.1
9	21.8	34	41.3	59	54.8	84	70.9
10	23.0	35	41.9	60	55.3	85	71.8
11	24.2	36	42.5	61	55.9	86	72.8
12	25.3	37	43.0	62	56.4	87	73.7
13	26.3	38	43.6	63	57.0	88	74.7
14	27.2	39	44.1	64	57.5	89	75.8
15	28.2	40	44.7	65	58.1	90	77.0
16	29.1	41	45.2	66	58.7	91	78.2
17	29.9	42	45.8	67	59.3	92	79.6
18	30.7	43	46.3	68	59.9	93	81.1
19	31.5	44	46.8	69	60.4	94	82.7
20	32.3	45	47.4	70	61.0	95	84.6
21	33.0	46	47.9	71	61.7	96	86.9
22	33.7	47	48.4	72	62.3	97	89.6
23	34.4	48	48.9	73	62.9	98	93.3
24	35.1	49	49.5	74	63.5	99	99.0
25	35.8	50	50.0	75	64.2		



1 2 3 4 5 6 7 9 10 11 12 A B C D E